

**Montana Comprehensive Assessment System
(MontCAS, Phase 2)
Criterion-Referenced Test Alternate Assessment
(CRT Alternate)**



Spring 2005

CRT-Alternate Administration Manual

CRT-Alternate Procedural Checklist

	Test Coordinator	Teacher
➤ Before Testing	<ul style="list-style-type: none"> ➤ Notify schools about testing. ➤ Receive memo with the password and directions to access the CRT-Alternate Test Booklet online. ➤ Print and distribute the CRT-Alternate Test Booklet to teachers administering the CRT-Alternate. ➤ Let teachers know the CRT-Alternate Administration Manual and Scoring Rubric are online at www.opi.state.mt.us/assessment/crt.html and www.measuredprogress.org (scroll down to select "Clients," select "Montana," select "Alternate Assessment"). 	<ul style="list-style-type: none"> ➤ Receive secure CRT-Alternate Test Booklet from Test Coordinator. ➤ Receive hard copy of test activity materials, CD and training video. ➤ Download the CRT-Alternate Administration Manual and Rubric from www.opi.state.mt.us/assessment/crt.html or www.measuredprogress.org (scroll down to select "Clients," select "Montana," select "Alternate Assessment," download the materials needed and print). ➤ Read the CRT-Alternate Administration Manual and the CRT-Alternate Test Booklet. ➤ Determine the test activity that you will use – either the suggested test activity or a similar test activity that you create following the test activity steps. ➤ Adapt materials for student if necessary. ➤ Schedule time for administration and/or support.
➤ During Testing	<ul style="list-style-type: none"> ➤ Distribute the CRT-Alternate Student Kits to teachers administering the assessment. ➤ Register new students online from February 21 through March 30, 2005 to create student barcode labels. (Test Coordinators were sent a memo and instructions in <i>A Guide for Coding Student Response Booklets and Registering New Students Online</i>.) 	<ul style="list-style-type: none"> ➤ Administer the assessment. ➤ Fill out evidence during assessment using template(s) provided. ➤ Save evidence template(s) to submit with the CRT-Alternate Test Booklet after testing. ➤ Receive CRT-Alternate Student Kits from Test Coordinator on or about February 24, 2005. ➤ Call your System Test Coordinator if you have additional questions or need additional test materials.
➤ After Testing	<ul style="list-style-type: none"> ➤ Verify that each test administrator has properly coded the Class Identification Sheet and that all used Student Response Booklets (with the Class Identification Sheet on top) have been placed in a large white envelope labeled, "For return of used answer documents only" (one envelope per test administrator). Seal the envelopes. 	<ul style="list-style-type: none"> ➤ Place a student barcode label on each evidence template. ➤ If the suggested test activity was not used, place a student barcode label on the teacher created activity outline. ➤ If you did not receive student barcode labels, your Test Coordinator must register new students online from February 21 through March 30, 2005 to create student barcode labels.

CRT-Alternate Procedural Checklist

	➤ Test Coordinator	➤ Teacher
➤ After Testing (continued)	➤ Verify that each test administrator has placed a student barcode label on the following student materials and that all the following student materials have been placed in a white envelope labeled "For return of CRT-Alternate student test materials" (one envelope per student): <ul style="list-style-type: none"> • CRT-Alternate Test Booklet • Student Response Booklet • Evidence Template(s) • Outside the white envelope labeled "For return of CRT-Alternate student test materials" ➤ Seal each student's envelope. ➤ Pack all large white envelopes labeled "For return of used answer documents only" in the carton labeled "For Return of Used Answer Documents Only." ➤ Pack all large white envelopes labeled "For return of CRT-Alternate student test materials" with all other CRT secure test materials in the appropriate shipping box(es). ➤ Return all secure test materials in their appropriate box(es) to System Test Coordinators no later than March 31, 2005. ➤ Note: Student Response Booklets are to be returned separately from all other materials. Special prepaid, prelabeled return shipping boxes marked "For return of used answer documents only" must be used. These are for the return of used Student Response Booklets with a Class ID sheet (in white envelope). The boxes identified for return of used answer documents will use UPS 2 nd day air service. ➤ Pack the white envelopes labeled "For return of CRT-Alternate student test materials" and all other CRT and CRT-Alt secure test materials in shipping box(es) for return to Measured Progress. Affix a UPS Return Service (RS) label to the carton(s). These boxes will be returned to Measured Progress using UPS ground service. ➤ Scheduling a UPS pickup can be done online at http://iServices.measuredprogress.org . or by calling UPS to schedule pickup no later than Wednesday, April 4, 2005. (Complete instructions for return of materials are given on pages 14 and 15 of this manual.)	➤ Write student's name and teacher name on the Student Response Booklet and transfer the scores from the CRT-Alternate Test Booklet to the Student Response Booklet (pages 11 and 13). ➤ Place student barcode label on the cover of the Student Response Booklet, on the cover of the CRT-Alternate Test Booklet, on the evidence template(s), and outside of the white envelope labeled "For return of CRT-Alternate student test materials." ➤ Place student Test Booklet, evidence and extra barcode labels in the white plastic envelope labeled "For return of CRT-Alternate student test materials," one envelope per test administrator. ➤ Fill out Class Identification Sheet, place Student Response Booklets behind it, and place them in the white plastic envelope labeled "For return of used answer documents only," one envelope per test administrator. ➤ Return all envelopes to Test Coordinator on or before March 31, 2005.

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Criterion-Referenced Test Alternate Assessment
(CRT-Alternate)
Spring 2005 Administration Manual

Table of Contents

	Page		Page
Acknowledgments	5	• Scoring rubric	22
Introduction	8	• Scoring examples	25
• Purpose of the CRT-Alternate	8	• Scoring summary	30
Who Should Take the CRT-Alternate?	9	Making the CRT-Alternate Accessible to All Students	31
• Participation guidelines	9	• Adaptations and assistive technology are allowed	31
How is the CRT-Alternate Administered?	11	• Implementation considerations for a sample of test activities	32
Administration Procedures	11	Contact Information	34
• Who should administer the CRT-Alternate?	11	• Assessment materials	34
• Getting ready	11	• Administration procedures	34
• Structure and format of the assessment	13	• Teacher Resource List	35
• Administering the assessment	14		
• Evidence required	16		
• Returning the assessment materials	17		
Scoring Directions	19		
• Using scaffolding to gather student performance information	19		
• Scoring process flow chart	21		

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Introduction

Purpose of the CRT-Alternate Assessment (MontCAS, Phase 2)

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be included in each state's system of accountability and that students with disabilities have access to the general curriculum. The No Child Left Behind Act (NCLB) also speaks to the inclusion of all children in a state's accountability system by requiring states to report student achievement for all students as well as for groups of students on a disaggregated basis. These federal laws reflect an ongoing concern about equity: All students should be academically challenged and taught to high standards. It is also necessary that all students be involved in the educational accountability system.

To ensure the participation of all students in the state's accountability system, Montana has developed the Criterion-Referenced Test-Alternate (CRT-Alternate). The CRT-Alternate is an evidence-based test that is aligned with Montana's content standards through extended benchmarks and measures student performance based on alternate achievement standards. It is expected that only those Individuals with Disabilities Education Act (IDEA)-eligible students with the most significant cognitive disabilities will participate in the CRT-Alternate.

Who Should Take the CRT-Alternate?

Participation guidelines

The decision as to how a student with disabilities will participate in the state's accountability system is a team decision made by the student's Individualized Education Program (IEP) team. When considering whether the students with disabilities should participate in the CRT-Alternate, the IEP team should address each of the questions in the chart below:

<i>For each of the statements below, circle yes or no</i>		
<i>Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?</i>	YES	NO
<i>Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?</i>	YES	NO
<i>Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives?</i>	YES	NO
<i>Does the student require direct and extensive instruction to acquire, maintain, generalize and transfer new skills?</i>	YES	NO

- ***If you answer "NO" to any of the above questions, the student must participate in the regular CRT.***
- ***If all answers are yes, the student is eligible to take the alternate and considered to be a student with a significant cognitive disability.***

The decision to determine a student's eligibility to participate in the CRT-Alternate may not be based on:

- excessive or extended absence;
- disability category;
- social, cultural or economic difference;
- the amount of time receiving special education services; or
- academic Achievement significantly lower than his or her same age peers.

Because the regular CRT provides full access to the vast majority of students, it is expected that only a very small number of students will participate in the CRT-Alternate.

In accord with 34 CFR 200.13 Adequate Yearly Progress in General, there is a 1% cap applied to the number of proficient and advanced scores based on the alternate assessment that may be included in AYP calculations at both the state and district levels.

How is the CRT-Alternate Administered?

Administration Procedures

Who should administer the CRT-Alternate?

The special education teacher or someone who is certified and has worked extensively with the student and is trained in the assessment procedures should administer the assessment. The test administrator may find it helpful to ask another person in the school to assist with the administration.

These additional persons may include but are not limited to the following:

- parent
- general education teacher
- paraprofessional
- special service provider (speech/language therapist, psychologist, occupational or physical therapist, etc.)
- school counselor
- principal
- other educational professional

Getting ready

The test administrator will be ready to implement the Reading and Mathematics test activities after following a few basic steps:

- View training CD and participate in question/answer sessions.
- Receive the secure CRT-Alternate Test Booklet from your test coordinator.
- Receive hard copy of the test activity materials, CD with test activity materials, and training video.
- Download the CRT-Alternate Administration Manual and Scoring Rubric from www.measuredprogress.org (scroll down to select “Clients,” select “Montana,” select “Alternate Assessment,” to reach *Nonsecure CRT-Alternate Test*

Materials, download the materials needed and print) on or about February 4, and review materials. You may need to further adapt materials to meet the needs of the students taking the assessment.

- Read the CRT-Alternate Administration Manual to become familiar with the administration and scoring directions.
- Read the CRT-Alternate Test Booklet to become familiar with the test activity steps and performance indicators.
- Determine the test activity that you will use – either the suggested test activity or a similar test activity that you create.
- Consider how the student will access and respond to the test activity. Determine the adaptations and supports that the student will need.
- Check to ensure that you have all of the materials and resources you will need to complete the test activity. For example: The grade 8 reading activity asks the student to locate the library and to identify the librarian. The reference or book area in the classroom may be substituted for the library, and someone who helps students pick a book (i.e., teacher) may be substituted for the librarian.
- Provide the assistive technologies that the student needs to access the materials and respond to the test activities.
- Schedule the assessment administration session for a time and place that are optimal for student effort and focus.

Structure and format of the assessment

The CRT-Alternate is composed of two test activities: reading and mathematics. Answers for both test activities need to be recorded in a single Student Response Booklet, and the directions for administering both tests are given in this manual.

The first page of the math and reading sections of the test booklet consists of the following:

- content standards
- brief explanation of the suggested test activity
- parameters of the task
- materials provided and other materials that are needed

The pages that follow in the math and reading sections of the test booklet consist of the following five columns:

Materials for the Suggested Activity	Suggested Activity Teacher will:	Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET	Activity Steps ONLY NEEDED IF NOT USING SUGGESTED ACTIVITY Teacher will:
This column lists the materials that are needed for each item and the student communication support materials that are provided.	This column explains to the teacher how to prepare the student for the question and gives a script for the teacher. The teacher script is the text in bold and italics. It also gives information on how to scaffold levels 3, 2, and 1 of the rubric for items scored at levels 4 through 0.	This column gives the correct student response or gives an explanation of how the student should be responding.	This column gives the performance indicator. The performance indicator comes from the Montana Standards and Expanded Benchmarks. The indicator is what the student is being measured on.	This column gives the teacher instructions on what to ask the student if the teacher is not administering the suggested activity. If the teacher is administering the suggested activity, this step does not need to be used.

Evidence Template(s)

The evidence templates are used to record student responses when asked for an item. Evidence template(s) is provided in the materials kit and on the materials CD. The template may need further modifications based on the student's needs.

Last Page

The last page of the test booklet contains 24 questions for the teacher to answer after the administration of the reading and mathematics test activities. Transfer this information to the Student Response Booklet after testing.

Administering the assessment

Several important considerations must be kept in mind while the assessment is being administered:

- Accurate scaffolding and scoring are very important. You may want assistance in observing the student and organizing materials to aid in accurate administration and scoring. A detailed explanation of scaffolding and scoring is provided in the next section of this manual.
- You may write notes and scores in the CRT-Alternate Test Booklet as you administer the assessment. The Student Response Booklet should be filled in using the data you recorded in the CRT-Alternate Test Booklet. The answer filled in on the Student Response Booklet will be the official score.
- Score as you go. Score each performance indicator as it is completed, before you start the next item.
- Watch the student for indications that a break may be needed. Breaks are inserted in the test booklet. You may choose to stop at them or at another point in the assessment.
- Score every item until the student scores at level 0 for three consecutive items. Stop the administration of the assessment at this point. On the following assessment session, readminister the final three items on which the student scored a 0. If the student receives a level 0 on three consecutive items again, halt the administration of the assessment and leave the remaining items blank.

Examples:


Example 1: The teacher has administered items 1 through 10 on the reading activity to the student. The student has scored at level 0 on items 8 through 10. At this point, the teacher stops the assessment. During the following

assessment session, the teacher reviews with the student the reading passage and readministers items 8 through 10. The student scores at level 0 on items 8 through 10 again. The teacher stops the assessment and does not administer the following items, leaving them blank.

Example 2: The teacher has administered items 1 through 6 on the math activity to the student. The student has scored at level 0 on items 4 through 6. At this point, the teacher stops the assessment. During the following assessment session, the teacher reviews the math materials with the student and readministers items 4 through 6. This time the student scores at levels 2 and 3 on items 4 through 6. The teacher continues to administer the remainder of the assessment, and the student does not receive a level 0 on three consecutive items again.

Example 3: The teacher has administered items 1 through 5 on the reading activity to the student. The student has scored at level 0 on items 3 through 5. At this point, the teacher stops the assessment. During the following assessment session, the teacher reviews with the student the reading passage and readministers items 3 through 5. This time the student scores at levels 1, 2 and 3 on items 3 through 5. The teacher continues to administer the remainder of the assessment. On items 10 through 12 the student scores at level 0 again. At this point the teacher stops the assessment and does not administer the following items leaving them blank.

Evidence required

Each of the test activities requires that evidence be collected based on the products that are created during the course of the assessment. A magnifying glass  in the “Student Work, Student will” column of the test booklet indicates when evidence must be collected. Template(s) are provided in the CRT-Alternate Test Booklet for all evidence that is required. **Please use the title of the template when referring to it.** Select the presentation that best matches the student’s abilities and skills:

- Written work by the student (e.g., the student collects data and fills out a bar chart with a marker)
- Pictures of student output (e.g., the student arranges objects to form an answer to a question about the sequence of events in a story and a picture captures the arrangement)
- Picture symbols pasted on the template or a scanned/photocopied image of the template that the student arranges and that he/she wants to keep
- Computer printout of student’s keyed responses
- Teacher-recorded responses (e.g., the teacher fills out a T-table based on the yes/no answers from a student using a BIGmack switch or eye gaze)
- Anecdotal record describing student’s actions supplied by the observer (e.g., the observer notes that the student smiled when shown a picture of his/her favorite character in a story)

A student barcode label must be attached to each evidence template, and the evidence must be returned to Measured Progress with the CRT-Alternate Test Booklet.

Returning the assessment materials

After the assessment is completed, gather the assessment materials, which will be returned in a separate envelope for each student. **The following are the materials that must be returned with student barcode labels attached:**

- White envelope labeled “For return of CRT-Alternate student test materials”
- CRT-Alternate Test Booklet
- Evidence [template(s) provided with each test activity]
- Student Response Booklet
- Outline of the teacher designed test activity if the suggested test activity was not administered

You will receive from your Test Coordinator a CRT-Alternate Student Kit for returning test materials (one for each student). Please check carefully to make sure you have all of the materials.

- A sheet of 10 barcode labels for each student (You will receive more labels than you need.)
- Student Response Booklet for each student (The Student Response Booklet is the same for the CRT and the CRT-Alternate)
- Class Identification Sheet
- Teacher barcode label for Class Identification Sheet (If you do not receive a teacher barcode label, please fill out the entire Class Identification Sheet.)
- White plastic envelopes
 - Envelope for returning used Student Response Booklets and the Class Identification Sheet labeled “For return of used answer documents only” (one envelope per test administrator)
 - Envelope for returning each student’s CRT-Alternate Test Booklet, evidence template(s), and extra barcode labels labeled “For return of CRT-Alternate student test materials” (one envelope per student)

Please follow the steps listed below when returning the assessment materials:

- Write student’s name and teacher name on the Student Response Booklet and transfer the scores from the CRT-Alternate Test Booklet to the Student Response Booklet (pages 11 and 13).
- **Place a student barcode label in the designated area on the front page of the Student Response Booklet, in the designated area on the cover of the student’s CRT-Alternate Test Booklet, in the designated area on the student evidence template(s), and on the outside of the white plastic**

envelope labeled “For return of CRT-Alternate student test materials. It is critical that the barcode labels are attached to each student’s materials, including the Student Response Booklet (one sheet 10 of barcode labels per student).

- **If you did not receive student barcode labels, your Test Coordinator must register new students online from February 21 through March 30, 2005 to create student barcode labels. (Test Coordinators were sent a memo and instructions in *A Guide for Coding Student Response Booklets and Registering New Students Online.*)**
- Place student’s CRT-Alternate Test Booklet, evidence template(s), and extra student barcode labels into the envelope labeled “For return of CRT-Alternate student test materials,” one envelope per student.
- Place teacher barcode label in the designated area on the Class Identification Sheet and code only the number of returned used Student Response Booklets. If you did not receive a teacher barcode label, fill out the entire Class Identification Sheet. Place the Student Response Booklets behind the Class Identification Sheet and place them into the white plastic envelope labeled “For return of used answer documents only,” one envelope per test administrator
- Return the envelopes to your test coordinator on or before March 31, 2005.

Scoring Directions

Using scaffolding to gather student performance information

Scaffolding is a process of providing the student the support needed to respond to the questions in the test activity. During daily instruction, many strategies are used frequently to ensure that students experience success. For example, if a student is unable to make a correct choice from a display of 4 pictures, the teacher reduces the complexity of the test activity by removing one of the choices. Scaffolding serves this same function and is provided so that students will experience success in completing the test activities. An important result of scaffolding is that it helps students demonstrate their knowledge and skills. These skills can be described and measured, resulting in an accurate picture of what students CAN do!

The scoring system in the CRT-Alternate is built on increasing amounts of scaffolding, provided only when the student does not respond or responds incorrectly. This approach is sometimes described as a “least to most” prompt hierarchy.

Each test activity begins with items that introduce the subject and materials that will be used in the test activity. These items will be scored as either a 4 (student responds accurately and with no assistance) or a 0 (student does not respond or actively resists). Items that are scored at a level 4 or 0 may also be found further into the activity when new materials are being introduced.

After these items are scored, each subsequent item within the test activity will be scored on a four-point scale (4–1, with “4” representing a correct, independent response and “1” representing a correct response that has been completely guided by the teacher). A score of “0” will be used when the student does not respond or actively resists participation in the test activity.

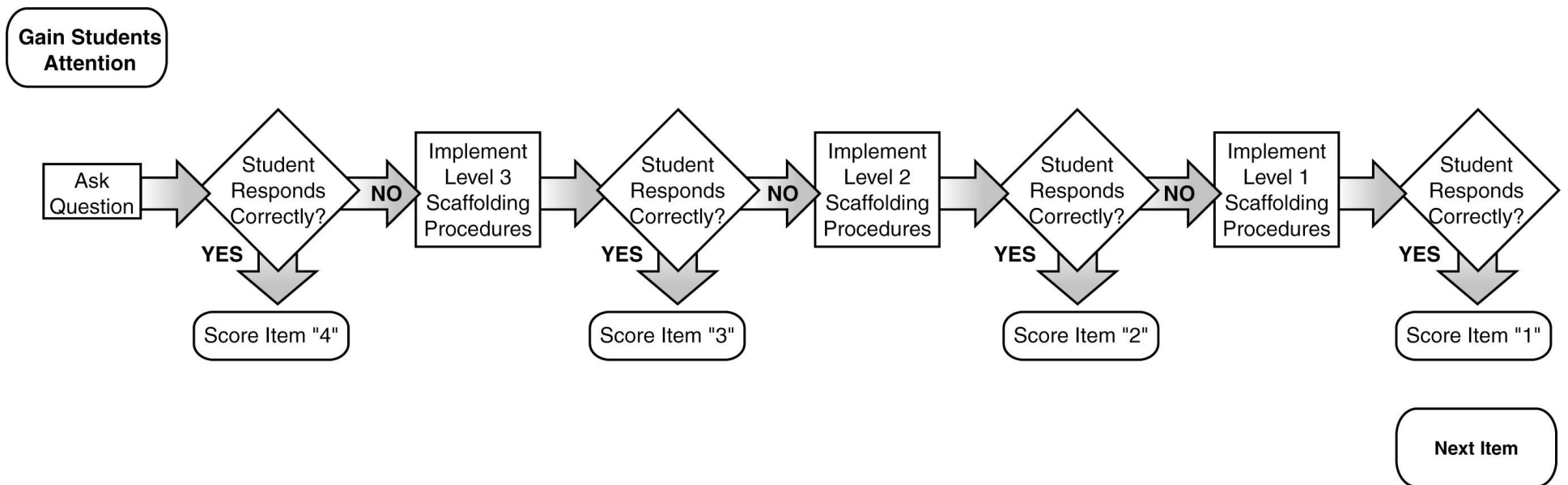
A script is provided for scaffolding for each of the suggested test activities. It describes the prompts that can be used to scaffold the student to a level 3 or level 2. It may be used verbatim or modified by the teacher to meet the needs of the student. For each test item, level 1 prompting is full support from the teacher to guide the student to the correct response. Depending on the student and the test item, this may involve physically guiding the student to the correct response, or some other form of support that ensures that the student responds correctly. If the teacher decides to create a test activity rather than use the suggested one, the scaffolding script may be used as a guide.

It is critical that the test administrator deliver each item in a way that allows the student the opportunity to score at level 4. That is, assume that the student can respond independently to each item, even if that is not the usual instructional practice. Follow the guidelines to observe the student demonstrating the performance required and allow adequate wait time for the student to process the information and respond without assistance. Do not repeat the questions multiple times. Then, if the student does not respond or responds incorrectly, scaffold the student to level 3—“student responds accurately when teacher clarifies, highlights important information, or reduces the range of options to three.” Again, give the student adequate wait time. If the student does not respond or responds incorrectly, scaffold to level 2—“student responds accurately when teacher provides basic yes/no questions or forced choices between two options.” If the student still does not respond with the desired behavior, scaffold to level 1—“student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).” If the student resists participating for an item, the test administrator will indicate a “0”—“student does not respond or actively resists.”

Scaffolding is based on the amount of information the student needs to reach the correct response. Think of a funnel. If the student can respond independently (4), no further information is needed by the student. If the student does not respond accurately or independently, more information is given about the item and the choices are reduced (3) [see script in the CRT-Alternate Test Booklet]. This funneling toward the correct response continues as the student needs more assistance – by providing specific information about the item and a forced choice between two options (2) [see script in the CRT-Alternate Test Booklet], and finally, to guiding the student to the correct response (1). In this way, the student is not expected to “get it” or “not get it,” as in most on-demand assessments. The CRT-Alternate considers the level of assistance that students need to demonstrate their knowledge and skills and thus provides more precise information about student performance and achievement. This system is sensitive to small increments of change in student performance, an important consideration in describing the learning outcomes of students with severe disabilities.

This process must be used systematically with **each** performance indicator identified for scoring within the test activity. The intent is to give the student every opportunity to perform independently on each item. A visual depiction of this process is provided below.

Scoring process flow chart



Scoring rubric

Each test activity begins with introductory items. Only scoring levels of 4 and 0 will be used to score these introductory items. Items that are scored at a level 4 and 0 may also be found further into the assessment when new materials are being introduced.

The rubric on the following page will be used to score remaining items. The score sheet provides space next to every performance indicator in which responses can be recorded in one of the four levels plus 0. **Only one response must be filled in for each performance indicator.**

Score every item until the student scores at level 0 for three consecutive items. Stop the administration of the assessment at this point. On the following assessment session, readminister the final three items on which the student scored a 0. If the student receives a level 0 on three consecutive items again, halt the administration of the assessment and leave the remaining items blank.

See pages 13 and 14 for examples.

The scoring rubric provided on the next page is also available on a single unattached page at www.measuredprogress.org (scroll down and select “clients,” select “Montana,” select “Alternate Assessment,” to reach Nonsecure Test Materials, select “Scoring Rubric” and print), to use during administration of the test activity. Please have it available for your reference as you work through the test activities with the student.

During the test activity, the test administrator is encouraged to record directly in the CRT-Alternate Test Booklet the responses and any notes about the student’s performance. **Later, the scores will be transferred to the Student Response Booklet.**

Montana Alternate Assessment Scoring Guide

Performance (independence and accuracy)

Used to score every item during the structured observation test activity.

4	3	2	1	0
Student responds accurately and with no assistance.	Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.	Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.	Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).	Student does not respond or actively resists.

The following information will be collected in the Student Response Booklet for each student after the administration of EACH content area:

Content exposure/generalization	YES
1. The materials used and/or the test activity presented was a unique experience for the student.	<input type="radio"/>
2. The materials used and/or the test activity has been presented to the student several times prior to scoring.	<input type="radio"/>
3. The materials used and/or the test activity is very familiar to the student.	<input type="radio"/>

Test activity used	YES
4. The student completed the test activity.	<input type="radio"/>
5. The student completed the evidence, and it is attached to the CRT-Alternate Test Booklet.	<input type="radio"/>
6. A student barcode label is attached to the evidence template(s).	<input type="radio"/>
7. The suggested test activity was used.	<input type="radio"/>
8. The teacher developed a test activity (Please submit an outline of the activity and a description of materials used.)	<input type="radio"/>
9. An outline of the test activity used is attached to the CRT-Alternate Test Booklet.	<input type="radio"/>
10. A student barcode label is attached to the teacher created activity outline.	<input type="radio"/>

Administration time	Total Time	
11. Set-up/planning time	<input type="radio"/> ½ hr. <input type="radio"/> 1 hr. <input type="radio"/> 2 hr.	<input type="radio"/> 3 hr. <input type="radio"/> 4 hr. <input type="radio"/> 5 hr. or more
12. Time directly administering the assessment	<input type="radio"/> ½ hr. <input type="radio"/> 1 hr.	<input type="radio"/> 2 hr. <input type="radio"/> 3 hr. or more
13. Test administration sessions	<input type="radio"/> 1 day <input type="radio"/> 2 days <input type="radio"/> 3 days	<input type="radio"/> 4 days <input type="radio"/> 5 days <input type="radio"/> 6 or more days

14. How often did you use the breaks in the assessment?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
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Assessment materials used	YES
15. Materials consisted primarily of written text.	<input type="radio"/>
16. Materials were primarily nontext (e.g., video, objects, pictures, symbols).	<input type="radio"/>
If a teacher-developed activity was used	YES
17. Materials involved topics used by typical students at this grade level (± 2 years).	<input type="radio"/>
18. Materials involved topics of special interest mainly to the student.	<input type="radio"/>

Individualized adaptations used	YES
19. Assistive technologies (e.g., AlphaSmart, calculator, BIGmack switch, Intellitools keyboard, etc.)	<input type="radio"/>
20. Software programs (e.g., word prediction programs, Writing with Symbols, etc.)	<input type="radio"/>
21. Presentation adaptations (teacher reads or signs, e-textbook, large print, etc.)	<input type="radio"/>
22. Response adaptations (student dictates to teacher, student uses picture symbols, etc.)	<input type="radio"/>
23. Other (please indicate):	<input type="radio"/>

Scoring examples

This section illustrates how to use scaffolding and to score a student's performance on designated performance indicators. Examples of what the test administrator might say and do at each level of the scoring rubric are shown for sample reading and mathematics test activities. In the following examples, the reading test activity involves listening to a story and answering questions about what was read. The mathematics test activity involves a counting task.

Student responds accurately and with no assistance. (4)

For a student's performance to be scored 4, the student must demonstrate the observable behavior without additional information or direction to the correct response from the test administrator. The test administrator may repeat the question or focus the student's attention to the test activity with visual, verbal, gestural, or physical cues (e.g., point to the work space; say, "Look at me," touch the student's hand or elbow). The test administrator may not give the student any additional information about what is expected, simplify the test activity, or lead the student to the desired response in any way.

Reading Example

- *When given a choice of 4 pictures/objects and asked to indicate the one related to the story just read, the student names, eye gazes to, touches, or points to the correct picture/object accurately and independently, when given adequate wait time.*
- If the student responds correctly, a score of 4 is given.
- If the student responds incorrectly or does not respond at all, scaffold the student to the next level.

Mathematics Example

- *When asked to count five CD cases, the student counts them all correctly, given adequate wait time.*
- If the student responds correctly, a score of 4 is given.
- If the student responds incorrectly or does not respond at all, scaffold the student to the next level.

Student responds accurately when teacher clarifies, highlights important information, or reduces the range of options to three. (3)

The test administrator provides more information about what behavior is expected and may clarify the directions. At this point in the scaffolding, a demonstration of what is expected may be given, using an example that is parallel to the performance indicator assessed. If the item is structured in a multiple-choice format, the test administrator may remove one of the options (leaving 3 choices). The test administrator may refocus the student's attention to the test activity, with visual, verbal, gestural, or physical cues (e.g., point to the work space; say, "Look at the pictures"; touch the student's hand or elbow).

Reading Example

- *The incorrect picture/object chosen by the student is removed, and the student is asked again to indicate the one related to the story just read. If the student did not previously respond at all, the test administrator will choose one of the incorrect responses to remove.*
- *The test administrator says, "Remember the story we just finished? We looked at all of these pictures while we read the story. (Indicate pictures.) Can you find the one from these three that we looked at while we were reading?"*
- If the student responds correctly, a score of 3 is given.
- If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

Mathematics Example

- *The test administrator demonstrates counting with one set of CD cases and says, "Now you count your CD cases."*
- *The test administrator says, "I will help you get started counting. One, two..."*
- If the student responds correctly, a score of 3 is given.
- If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

Student responds accurately when teacher provides basic yes/no questions or forced choices between two options. (2)

The test administrator provides very specific information about what behavior is expected at this point. If the item is structured in a multiple choice format, the test administrator may remove another one of the options (leaving 2 choices). Clearly providing a very narrow range of options, such as asking the student a yes or no question, is the type of assistance that may be provided. The test administrator may refocus the student's attention to the test activity with visual, verbal, gestural, or physical cues (e.g., point to the work space; say, "Look at these two pictures"; touch the student's hand or elbow).

Reading Example

- *One more picture is removed, and only two choices remain. The test administrator asks, "Was the story about this picture or that picture?"*
- If the student responds correctly, a score of 2 is given.
- If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

Mathematics Example

- *The test administrator says, "Here are the five cases we are counting. One, two, three, four...what comes next? Five or six?"*
- If the student responds correctly, a score of 2 is given.
- If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance) (1)

The test administrator reduces the options available to the student so that only the one correct response is available and the student chooses that option. The test administrator also may model the correct response so that the student repeats that response. Hand-over-hand assistance may be provided at this point in the assessment: The student may be gently guided to indicate the correct response. Hand-over-hand assistance implies that the student is allowing the test administrator to guide him/her to point to or otherwise indicate the correct response.

Reading Example

- *The correct picture is the only one left. The test administrator points to the one remaining picture and says, "This picture shows what the story was about. Can you show me the picture that shows what the story was about?" The test administrator then guides the student to the correct response.*
- If the student responds to the administrator's guidance, a score of 1 is given.
- If the student does not respond or actively resists, the test administrator will assign a score of 0.

Mathematics Example

- *The test administrator says, "Let me show you the cases while we count. One, two, three, four, five. Can you count them now, too?" The test administrator may take the student's hand to indicate each case as they count together.*
- If the student responds to the administrator's guidance, a score of 1 is given.
- If the student does not respond or actively resists, the test administrator will assign a score of 0.

Student does not respond or actively resists. (0)

By the time a student's performance reaches this point on the scoring rubric, previous forms of support, encompassed within categories 4 to 1, have been attempted for the performance indicator. **If the student shows a pattern of seriously resisting participation, is becoming fatigued, or is not attending to the test activity in any way, it is recommended that the assessment be stopped and resumed at a later time.** If the reading test activity is halted at any time during administration, reread the story before beginning the remaining items. If the mathematics test activity is halted at any time during administration, show the student the materials with which you were working, and review the last performance indicator that the student completed before halting the assessment.

Reading Example

- *The student refuses to participate in the test activity, resists hand-over-hand assistance, throws the materials, turns away, etc.*
- *The student's responses are impossible to score; when guided to touch a picture, the student touches other objects*
- *The assessment administrator will assign a score of 0.*

Mathematics Example

- *The student mixes up or plays with the CD cases.*
- *The student attends to other activities in the room and has no interaction with the test administrator or the assessment materials.*
- *The assessment administrator will assign a score of 0.*

Scoring summary

The instructions and examples illustrate the following rules for scoring:

- Begin with the introductory items and score 4 or 0.
- Use the full scale of 4, 3, 2, 1, and 0 to score the test activity items. Start with level 4 and work systematically through the scaffolding system for every performance indicator, as necessary based on the student's response.
- Allow for appropriate wait time as you scaffold through each level of the scoring rubric.
- Do not repeat questions or directions numerous times.
- Visual, verbal, gestural, and physical cues are allowed in each level except 4.
- Record only one score for every item.
- Use the 0 only if the student does not respond or actively resists.
- Halt the administration if the student is showing a pattern of resisting, is becoming fatigued or is not participating in any way, and resume testing at another time.
- Score every item until the student scores at level 0 for three consecutive items. Stop the administration of the assessment at this point. On the following assessment session, readminister the final three items on which the student scored a 0. If the student receives a level 0 on three consecutive items again, halt the administration of the assessment and leave the remaining items blank.

Making the CRT-Alternate Accessible to All Students

Adaptations and assistive technology are allowed

Because of the diversity in the population of students participating in the alternate assessment, educators will need to customize the materials and provide individualized ways for students to access the materials, participate in the test activity, and respond to the questions. The same communication and response strategies routinely used with the student in daily instruction should be used in these test activities. While preparing to implement these test activities, think about the way in which you deliver information to the student and the way in which the student will respond to you. Consider the student's physical, sensory, and cognitive skills when selecting and customizing test activity materials. There are no restrictions on the use of specialized materials and Assistive Technology (AT). **Use whatever approaches are effective in obtaining the best response from the student.** The use of supports will not affect the student's score.

Factors to consider when preparing to administer this test activity:

- For students who receive therapy services as part of their educational program, therapists can provide guidance on optimal positioning and seating supports.
- Sensory and/or physical limitations may require modification in your delivery of a question or the use of alternatives to standard print materials.
- If the student uses some form of augmentative communication system, it is critical that response options appropriate to the test activity are available **for each item on the assessment**. This may necessitate the creation of different communication displays, overlays, or programming of a communication device.

Test activity materials have been prepared for the test activities. They include picture response choices for questions that are structured as multiple choice items and picture symbols that can be used to support communication for students who require augmentative communication supports. The materials needed for the reading activities have also been developed. Hard copies of these materials were sent to teachers administering the CRT-Alternate, as well as a CD with the materials on it. Select the materials that are best suited to your student. Since it is not possible to anticipate every type of display that might be needed, you may need to further customize these materials before implementing the test activities. Use the electronic version of the materials on the materials CD provided to manipulate images and text to meet the needs of your students. **Please note that access to a color printer is critical when you print these materials.**

Implementation considerations for a sample of test activities

The following examples are provided to demonstrate how various modifications or adaptations applied to a sample of the test activities could encourage student responses.

For test activities that require the student to use a book, story, or other text

- Select a book format that is best matched to the student's needs and interests (e.g., large-print or audio format, Braille, adapted book on CD, or videotape).
- Provide an auditory list of choices (e.g., "Do you want to listen to a tape, or watch a video, or look at the BIG book?").
- Add picture symbols to each page of the text to reduce the complexity of the message and highlight the essence of the story.
- Provide actual objects associated with the story for the student to select.
- Provide time/opportunity for the student to explore the book.
- Tell the student it is time to listen to the story.
- Engage the student in turning pages of the book by adding Velcro tabs or sticks to simplify page turning.
- Present objects/textures that correspond to what is going on in the story.

For test activities that require the student to identify a picture, match pictures, or sequence events in a story

- Depict available choices by displaying pictures.

- Use Velcro strip boards or magnetic boards and pictures to which Velcro dots or magnets have been attached on the back.
- Enlarge pictures or pair them with objects or with yes/no symbol cards.

For test activities that ask the student to sequence a series of directions or place numbers in order

- Use Velcro strip boards or magnetic boards with number cards to which Velcro dots or magnets have been attached on the back.
- Program a set of switches with auditory output, such as a Step-by-Step Communicator, with the number cards placed on top.
- Use raised dots.

For test activities that require multiple-choice response options

- Provide only four response options for multiple-choice items. Include only one correct response and three incorrect responses. One of the incorrect responses should be obviously incorrect. Depictions of both correct and incorrect responses are provided in the materials kit.
- Create a loop tape with spoken choices to allow students to scan in an auditory mode.
- Use pictures or objects as response options and picture symbols for yes/no responses.
- Use multiple BIGmack switches which may allow the student to make choices and answer yes/no questions.

For test activities that require an open-ended response

- Describe concepts in simple terms and provide visual aids to illustrate concepts.
- Provide communication supports (e.g., choice board, overlay on a vocal output device, yes/no board) for students to use to express the information you are asking of them.

Contact Information

Assessment materials

For questions regarding materials, shipments and return procedures, contact Measured Progress:

Kathy Seaman

Phone: 1-800-431-8901 x2221

Fax: 1-866-283-2197

E-mail: kseaman@measuredprogress.org

Administration procedures

For questions regarding the administration of the test activities, contact the Montana Office of Public Instruction or Measured Progress:

Judy Snow

Phone: 1-406-444-3656

E-mail: jsnow@state.mt.us

OR

Susan Moore

Phone: 1-800-431-8901 x2237

E-mail: skmoore@measuredprogress.org

For suggestions on how to adapt the test activities for your students:

Gail McGregor

Phone: 1-800-732-0323 or

1-406-243-2348

E-mail: mcgregor@ruralinstitute.umt.edu

Teacher Resource List

For help with the administration of the CRT-Alternate, the teachers listed in the table below may be contacted by e mail only.

Teacher Name	Teacher E mail Address
Darlene Kolczak	darkolczak@yahoo.com
Carol Kron	ckron@livingston.k12.mt.us
Dan Laughlin	squeak202@hotmail.com
Kenneth Sattler	kensattler@lamedeer.k12.mt.us
Holly Wick	holly-wick@gfps.k12.mt.us
Theresa Anderson	t-anderson@shepherd.k12.mt.us
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